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ABSTRACT

The effectiveness of individual and group-administered library instruction using two presentation formats (slide-tape and programmed self-instruction) was tested using 39 randomly-selected high school students enrolled in average-ability sophomore English classes. Following a classroom unit introduction by the librarian for both groups, one group viewed a slide-tape introduction and was given the posttest. The second group worked individually with a programmed manual and instruction booklet and took a self-paced library tour followed by the posttest. Both groups then individually completed a programmed manual and instruction booklet on the use of the card catalog and the Readers Guide. Results showed no superiority for either the programmed instruction or slide-tape for library orientation, although the group which received only programmed instruction showed greater achievement in test scores following the second programmed instruction than those who learned initially through the slide-tape. A 29-item bibliography and the instructional materials used in the study are included. (LMM)

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COMPARATIVE EFFECTIVENESS OF GROUP
SLIDE/TAPE VERSUS INDIVIDUAL PROGRAMMED
INSTRUCTION IN SOPHOMORE LIBRARY INSTRUCTION

BY

Joanne McNeil

Presented to the
Department of Ed. Comm. & Tech.
at the University of Hawaii
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ABSTRACT

The experiment tested the effect of two methods of library instruction on high school students. The first hypothesis was that there would be a significant difference at the .05 level in the library test scores between students who received programmed instruction and those who received slide/tape instruction. The second hypothesis was that students who received programmed instruction the first time would score significantly better when both groups were given a second treatment using programmed instruction.

Subjects were 39 Roosevelt High School students enrolled in average sophomore English classes. The experiment was a posttest-only control group design. Subjects were tested immediately after completing the lessons. A *t* test for independent samples was used to compare the achievement of the two groups on the posttests.

Results indicated that there was no significant difference at the .05 level in the test scores of the programmed instruction and slide/tape instruction groups. However, when both groups were given a second treatment using programmed instruction, there was a significantly higher difference in the scores of those who had programmed instruction in both treatments.

It was concluded that students can be equally oriented to the library by the slide/tape or programmed form of instruction. The method had little effect on the comprehension of learning the location of library materials. The experiment also indicated that students had no problem with the programmed instruction as designed and used. The results can be generalizable to other high school students of average English ability.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Librarians have little difficulty agreeing that instruction in library usage is acutely needed. Individualized instruction is a priority in education today. Both group and individual methods of library instruction are being used. Librarians would be very responsive if effective, economical, and tested methods were found to assure them that students have mastered basic library use skills and are prepared to advance to more sophisticated use of library collections. Which medium is the best solution for library instruction for large numbers of students? There is no clear cut agreement on this. For most schools the time has passed when guided library tours provide adequately for student library instruction. Therefore, it becomes fairly obvious that a more efficient means of familiarizing these students with the library must be found than the traditional method of conducting students through the library in groups of twenty or thirty at a time.

The development of a well-designed library instruction involves the completion of three major steps in a process of instructional development: that is, define, develop, and evaluate. Each of these steps is integral to the preceding or subsequent steps, and together, these steps form the core of a thorough and complete library instruction. If we assume that a given library instruction is well-designed, such a belief leaves unanswered any question challenging the validity of the media used as a teaching tool. A preliminary review of research studies, both comparative and attitudinal, investigates that very question.

Statement of the Problem

The purpose of this study is to investigate the effectiveness of two methods of library instruction: programmed learning done individually and slide/tape instruction given to a group. For purposes of definition, students will be Roosevelt High School sophomore English students of "average" ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

Related Literature

Donald R. Ely defines programmed instruction as a sequence of carefully constructed items leading the student to mastery of a subject with minimal error. The distinguishing characteristic of programmed materials is the testing procedure to which they are subjected. (2)

Programmed learning, when used in appropriate situations and with imaginative organization and presentation of material, does have advantages over other methods of instruction. ...step-by-step presentation, opportunities for active learner responses, provision of feedback can provide learning situations which approximate....one teacher for each learner. (8)

Schramm (1962) and Gage/Unruh (1967) described programmed instruction as a revolution while, on the other hand Pressey (1964) thought it was a bubble that had burst. (14)

A review of related literature shows that opinions concerning the worth of various types of library instruction vary greatly. Educators cannot agree on which type of media is best, or even on the strategy of group size. Although it seems that the controversy could be settled through experimental research, that has not occurred.

The following research reports were obtained from a variety of sources such as Dissertation Abstracts International, periodical articles via Library Literature Indices and other sources. As there are very few research reports by librarians on the use of Programmed instruction, selected papers by other researchers have been used, when it is clear the reported use is compatible with library instruction. All of the research studies evaluate comparative student achievement, and there

should be no reason to question the applicability of the findings of other studies to library instruction.

Some studies generate data supporting the conclusion that one type of media is better, while others contradict, or show little or no significant difference. This was certainly the case for studies on programmed instruction.

Studies on Programmed Instruction

Gilmore (1976) studied to determine whether the traditional approach or the programmed approach was a more effective way to teach beginning shorthand to students in city high schools in Dallas Texas. The results established the programmed approach to be a more effective way to teach this group shorthand. (5)

Cogen (1970) studied to determine if English grammar can be taught more effectively in programmed form to children classified as emotionally disturbed than by the traditional method of instruction. The results of an analysis of variance revealed a significant increase for the experimental group, but the increase for the control group was not significant. (3)

Leone (1979) studied to determine whether high school students could learn basic statistical skills using programmed instruction. The control group was taught by lecture/text. Analysis showed a significant difference at the .05 level existed for the programmed instruction group. (13)

Surprenant (1979) studied to compare the effectiveness of the lecture method with the programmed instruction method. A total of five

hypotheses were analyzed with programmed instruction scoring significantly higher for four of them. The study demonstrated that there is at least one alternative to lecture that is relatively inexpensive to incorporate into a library instructional program. (22)

Sellmer (1973), in a programmed approach to teaching children to use a library card catalog found that a programmed text was more effective than a traditional instructional approach. (19)

Keever (1976) studied an integrated library instruction program for first-year English students at the University of Alabama based on Personalised System of Instruction (PSI) units of library instruction and classroom instruction taught cooperatively by English and library teachers. The experiment showed improved search capability by the students involved and general approval from both students and staff. (9)

Hansen (1975) studied to determine if there was any measurable difference in achievement between three methods of presentation: 1) Lecture, 2) Slide/tape overview, audiocassette modules plus workbooks, and 3) Slide/tape overview, programmed text self-instruction modules plus workbooks. Posttest scores of methods 2 and 3 were 33 percent higher than method one.

The above studies found that the programmed approach was effective, following are research studies showing no significant difference for programmed instruction.

Stearns (1979) studied to compare the performance of students taught typewriting through self-paced printed programmed instruction. The data obtained indicated the two methods are equally effective techniques.

Students with low and high reading abilities performed equally well in both methods of instruction. (21)

Varnon (1973) studied to compare the effectiveness of a self-paced programmed approach and a teacher-directed, non-programmed approach. Beginning typewriting students in high schools were used. Self-paced, programmed instruction using printed programmed materials was found to be as effective as teacher-directed instruction in teaching problem typewriting to students of all scholastic achievement levels. (27)

Young (1973) studied to determine the congruence or difference between the programmed multimedia approach and the traditional teaching method in junior high schools. Data analysis indicated no significant difference in effectiveness, in knowledge retained, in knowledge obtained by average or above average students. For below average students the programmed instruction method was more effective for knowledge obtained and retained. (29)

In Hansen's study previously mentioned, the difference between methods 2 and 3 (slide/tape overview, audiocassette modules plus workbooks vs. slide/tape overview, programmed text self-instruction modules plus workbooks) was statistically insignificant. A forced choice attitude survey indicated students and faculty did not prefer one method of instruction over another. (9)

Kirkpatrick (1978) studied to determine the relative effectiveness of instructional media in a self-paced remedial algebra course. Three groups were programmed instruction, multimedia instruction, and control. The results showed the multimedia group mean was significantly higher on

the postachievement test, and the programmed instruction group mean was not significantly different from the control group with respect to the postachievement test. (13)

Phillips (1976) undertook a comparative study of the lecture and programmed method of library instruction using freshmen in communication classes at Ohio State University. The results support the conclusion that no significant difference exists between the post-test scores of Groups A and B. But the programmed approach is a viable instruction method that would allow library faculty more time to work with individual students on other library problems. (22)

Medley (1975) studied to determine the relative effectiveness of two types of instructional media in a self-paced remedial algebra course. One group received instruction through a mixed-media package, while another through a programmed textbook series. There was no significant difference (at the .05 level) in the achievement between the two methods. However, the mixed-media method sustained self-motivation longer than did the programmed textbooks. (19)

Lange (1972) after reviewing 112 comparative studies aimed at matching programmed instruction and traditional instruction reported that 41 percent showed programmed instruction to be superior to traditional instruction, 49 percent showed no difference and 10 percent found programmed instruction to be less effective than traditional instruction. (15)

Studies Utilizing Slide/Tapes

Vorst (1978) investigated the effectiveness of library instruction following a course consisting of slide-tape lectures and other written exercises. Tests indicated no significant difference in performance of the groups, except that the group allowed the most time performed better on the exercises, while the groups receiving closer attention found the course more useful. (28)

Allen (1965) studied to determine the effects of colored slides in teaching school library reference material. An analysis of resulting data showed that the group that used slides achieved a considerable gain over the control group. (1)

Hall's (1977) study used a series of slide/tapes as training tools in the use of the library. Post-test scores were statistically significant, indicating that students did learn the cognitive content of the slide/tape on reference books. (8)

McTeer (1977) conducted an experiment to see if slides supplementing a lecture-discussion course would raise grades. A chi-square of 6-16 was computed showing significant difference at the .05 level. Those receiving the slide presentation with lecture-discussion received higher grades at the end of the quarter. Student comments also reinforced the idea that visual presentation added to the instructor's lecture-discussion and aided learning. (17)

Kuo (1973) compared conventional library lecture, audio instruction, slide/tape instruction, television instruction to measure student capabilities in comprehension and retention of content. Results indicated that the self-paced audiovisual tutorial study was the most effective

way of increasing student achievement. Duo concluded at a slide/tape program is superior to the lecture tour. (14)

Baldwin (1979) tested whether a slide/tape presentation produced better immediate recall of basic library information than a conventional library lecture tour. The findings were that a slide/tape program does not produce better immediate recall of bibliographic instruction than the traditional library tour. These findings contradict Kuo's (14) conclusion that a slide/tape program is superior to the lecture tour. This finding indicates the need for further research into the effectiveness of media presentations. (2)

Phair's (1975) study comparing cognitive learning from film, film-strip, audio only and print in a sixth grade social studies suggested that media using combined visual and auditory communicative modes resulted in more effective learning than sound or print alone. (21)

Evan's (1977) study showed student's more responsive to filmed rather than printed materials. (6)

Brady (1976) investigated the effectiveness of 16mm film, printed scripts, slide/tape with discussion and slide/tape without discussion and sought to determine the learner attitudes. At a .05 level, there was no significant difference in the measures of concept acquisition, affect with respect to the concepts and attitude toward each mode of instruction. (3)

In some related reports, Hills (1974) defines the role the library staff have in guiding students toward becoming self-sufficient individuals. Some principles of learning as well as the use of audio-visual methods of teaching are discussed in relation to library instruction. (10)

In other studies, Smith (1976) utilized three different approaches in library instruction in a British secondary school library: talks to students, videotape instruction, and slide/tape presentations (24), and Olevnik (1976) tells of a three phase program consisting of (1) self-guided tape recorded library tour, (2) a slide/tape presentation describing selected library facilities and materials, and (3) a brief workbook exercise. Evaluation data was obtained, but not presented in the articles. (20)

In summary, most of the studies concluded that the use of programmed instruction and the use of slide/taped instruction are effective tools. Many show the difference between the scores of experimental and control groups lacking in statistical significance. The disparity between studies such as Baldwin's (2) and Kuo's (14) indicate the need for further research.

CHAPTER III
METHODOLOGY

Statement of the Hypotheses

The first hypothesis is that there will be a significant difference at the .05 level in the library instruction test scores between Roosevelt High School sophomore English students of average ability who receive programmed instruction and Roosevelt High School sophomore English students of average ability who receive slide/tape instruction.

It is further hypothesized that if the same students receive subsequent programmed library instruction, those who receive programmed instruction initially will show greater achievement in the library instruction test scores that follow this second instruction, than those who had learned initially through slide/tape instruction.

Subjects

The population was the 285 sophomore students enrolled in English at Roosevelt High School, Honolulu, Hawaii, at the beginning of the fall semester, 1982. The learner characteristics included varying library experience, relatively normal intelligence, mixed ethnic, cultural and social backgrounds. The desired sample size was 28 students in each of the two methods, but due to a drop in enrollment, there were 16 students in the slide/tape combination method and 23 students in the all programmed method for a total of 39 students.

Classification of the 285 students indicated that there were 28 high ability English students, 217 average ability English students, and 40 low ability English students, as demonstrated by their stanine scores on

standardized tests administered in the 9th grade. English classes at Roosevelt High School were formed into three groups: low - stanines of 1-3, average - stanines of 4-6, and high - stanines of 7-9. Two out of the eight "average" classes were randomly assigned to one of the two methods.

Instruments

Subjects were tested after instruction using teacher-made achievement tests appropriate for high school sophomores of average ability. The instruments, which measure the knowledge, were developed by the Roosevelt High School librarian. There were a total of twenty-five multiple choice and true/false questions on each test. Items were selected to achieve a balance which avoided very easy and difficult questions. The questions were designed to test the objectives of the instruction. The instrument was adequate for quick screening of achievement in the area of basic library instruction for Roosevelt High School. It was general rather than comprehensive achievement testing, specifically geared for the Roosevelt High School library. It was a tool for a quick, rough estimate. Widespread and long term use for this test is projected for R.H.S.

A pilot study was conducted for Test I with eight students, which had impact on the treatment and testing. The programmed manual was too wordy and the format too intimidating. It was cut down in size and made more visually appealing. An attractive cover and additional illustrations were prepared. Testing analysis showed a pattern of 4 questions repeatedly missed. Two proved to be strong questions, just difficult, and two were not covered sufficiently in the treatment. Out of 25 questions, the scores ranged from 68% to 96% correct.

Preliminary testing indicates the reliability of the test is high (.75). The formula used is as follows:

Where r_{11} is the estimate of reliability

n is the number of items in the test

s_t is the standard deviation of the test

Σ means "take the sum of" and covers the n items

A formula which yields the test reliability is as follows:

Kuder-Richardson KR21

$$r_{11} = \frac{n}{n-1} \left[1 - \frac{M_t \left(1 - \frac{M_t}{n} \right)}{s_t^2} \right]$$

Materials:

Multi-paged handout describing goals/objectives of library unit.

See Appendix 1

Instructional pamphlet for self-paced library tour.

See Appendix 2

Programmed workbook of examples and exercises.

See Appendix 3

Slide/Tape introduction to Roosevelt High School Library

Instructional pamphlet for self-paced instruction in card catalog

and Reader's Guide. Appendix 4

Programmed workbook of examples and exercises for card catalog

and Reader's Guide. Appendix 5

Library Unit Test I. See Appendix 6

Library Unit Test II. See Appendix 7

Research Design

The design used in this study was the posttest-only control group design as seen below in Figure 1.

Figure 1. The experimental design

X_1	O_1	X_3	O_3
X_2	O_2	X_4	O_4

Legend

X_1 = Slide/Tape Treatment	O_1 = Library Test One
X_2 = Programmed Manual Treatment	O_2 = Library Test One
X_3 = Programmed Manual Two Treatment	O_3 = Library Test Two
X_4 = Programmed Manual Two Treatment	O_4 = Library Test Two

This design was selected because of the feasibility of the random assignment of treatment to the existing classes formed and the initial equivalency of the two groups. The two groups each consisted of an existing class of 16 and 23 students. The only major threats to validity associated with the design were the mortality rate (which was expected to be within 10 and 20 percent, based on previous experience), not believed to be a sufficient threat, and possible contamination in the testing, which was controlled by administering the test to the two groups at approximately the same time.

Procedure

The Roosevelt High School students enrolled in the fall in the average ability levels in Sophomore English classes were assigned the Library Instruction Unit by their English teacher. The students came to

the Library to commence the Library Instruction Unit following an introduction to the Unit by the librarian in the classroom. A slide/tape introduction took place in the library during an English class period for Group 2, the control group. Group 2 then browsed around the library for 10 minutes, and was then immediately administered the test by their teacher.

Group 1 had the same introduction to the unit in the classroom by the librarian, and came individually to the library on their own time to check out a programmed manual and instruction booklet, do the required exercises and take a self-paced tour of the library, followed by the test in the library, administered by the librarian.

Immediately following completion of the first phase, both groups on their own time, came individually to the library, checked out and completed a programmed manual and instruction booklet on the use of the card catalog and the Reader's Guide. As they finished, each student was tested in the library, with the test administered by the librarian.

The data was then given numerical codes and keypunched on IBM cards. The data was processed at the University of Hawaii Computing Center using the Statistical Package for the Social Sciences (SPSS).

The objectives of the data analysis were to translate the data into a form for descriptive purposes and to determine if there was a significant difference between groups at the .05 level.

CHAPTER IV

RESULTS

Results

In the first treatment, one group received programmed instruction and another group received slide/tape instruction. In the second treatment, both groups received programmed instruction. Since the groups were randomly assigned, a t test for independent samples was used to compare the achievement of the two groups on each of the tests. Examination of the means through t tests for independent samples indicated whether there were significant differences between the groups at the .05 level. See Table 1.

Table 1

Means, Standard Deviations, <u>t</u> , and Degrees of Freedom for the Slide/Tape and Programmed Learning Groups on the Library Test I and II						
Group		Test Mean	SD	<u>t</u>	DF	Prob.
Hypothesis 1 (2 tailed)						
Slide/Tape	x_1	81.0000	10.482	.12	37	NS
Programmed	x_2	81.3913	8.994			
Hypothesis 2 (1 tailed)						
Programmed Two	x_3	63.2500	10.655	1.77	37	S
Programmed Two	x_4	71.6522	18.797			

From the results of the experiment, it is concluded that the slide/tape and programmed treatment are equally effective in orientating Roosevelt High School sophomores to the library. Thus, the original hypothesis of difference in favor of one of the groups is not supported. There was no significant difference between the test scores of the two groups. However, the second hypothesis of the experiment was upheld. Those who received programmed instruction initially showed greater achievement in test scores that followed the second programmed instruction, than those who had learned initially through slide/tape instruction.

CHAPTER V
CONCLUSIONS

Conclusions

The following conclusions can be drawn from the results of the experiment:

1. The first hypothesis of the experiment was not upheld. There was no significant difference between the test scores of the slide/tape and programmed instruction treatment groups. The two treatments were equally effective in orienting students to the library.
2. The second hypothesis of the experiment was upheld. There was a significant difference in the test scores with greater achievement for those who received programmed instruction in both treatments than those who initially received slide/tape instruction.

Thus, the experiment would indicate that the students could be equally oriented to the library by the slide/tape or programmed form of instruction. The choice of these methods has little effect on the comprehension of learning the location of library materials for Roosevelt High School students. Thus the predictions that there would be a difference one way or another was false.

However, the experiment would also indicate that the students had no problem with the programmed instruction as currently designed and used. Those who used this method scored significantly higher when it was used for both treatments. The prediction was true.

CHAPTER VI
RECOMMENDATIONS

Recommendations that Grew out of the Experiment

1. The teacher and librarian recommend omitting the initial classroom visit of the librarian with the handout booklet for the students. It was time consuming and contrived and the purposes of introduction could be dealt with orally by the teacher.
2. Many of the students were too immature to handle the independent-work-on-your-own-time aspect of the programmed manual. Next year the teacher will give the students English class time to work in the library.
3. Students who scored below 70 percent on the test were strongly urged to study the programmed manual again and take a retest. Anyone who wished to retest did so. The English teacher then counted the higher score as the grade.
4. Several versions of a retest need to be developed.
5. Students may need a longer time to complete the unit, perhaps three weeks.
6. Show the slide/tape in the library to the classes as an introduction, followed by the programmed manual. It was felt the combination would be a positive reinforcement.

External Observations

1. A wonderful by-product was the rapport built between the students and librarian because of the one-to-one conversations over the programmed manuals and tests.
2. The programmed manuals can be used for students transferring into RHS later in the year, or for those who were absent.
3. Other English and Science teachers have requested the use of the second Programmed Manual (card catalog and Readers' Guide) as a "refresher" before beginning a term paper assignment. These are for students with higher level abilities.
4. Another English teacher with low level ability students wanted to try the Slide/Tape presentation with the same test used in the experiment. The mean for both her classes was 71 or about 10 points less than students of average ability. The students did not have the feeling of achievement that was evidenced in the average groups.
5. The Chairman of the English Department recommended the use of the Programmed Manuals for her adult writer's group who would like to "brush up" on their library skills.
6. The Writing Specialist for the Honolulu District office heard about the experiment and asked to see the Instruction Manuals, Workbooks, and tests. He then commented that they were all well integrated and the tests really measured the objectives.

It is concluded that since this study utilized sophomore classroom groups of average ability and teacher/librarian with prior experience, results can be generalized to other high school students of average english ability. However, it would appear that research investigating the feasibility of using these techniques with both lower and higher level abilities will be warranted.

Summary

One of the purposes of this study was to determine whether a programmed manual can be an effective alternative to slide/tape instruction in orienting sophomore high school students of average ability to the library. By using a posttest-only control group design it was found that there was no significant difference at the .05 level of significance.

Another purpose of this study was to find that those who received programmed instruction in the first group, tested significantly higher in the second group, again at the .05 level.

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APPENDICES

LIBRARY TOU

LIBRARY UNIT
INSTRUCTION
PAMPHLET
SECTION



RARY **OUR** **UNIT** **CTIONAL** **PHLET FOR** **STION 1**





LIBRARY TOUR

The library tour will be self-conducted. It will introduce you to the various kinds of library materials available for your use and the services this library offers in support of your studies. It begins at the card catalog (on your right as you enter the library).

When you need to move from one location to another or to perform a task, the instructions to do so will be underlined.

It is important to actually walk around as directed. It is also important to do the workbook exercises as you progress through the tour. (If you do not have a workbook, get one from the Circulation Desk now.) Whenever you are directed to stop and turn to your workbook, be sure to complete that particular exercise before continuing the tour. Be sure to stop and examine items being pointed out and pull out drawers to examine the items they contain, you will develop a better knowledge of the materials and service that the library has to offer. Complete the workbook exercises for each station before continuing. By doing this, you will perform better on the test following the tour.

To start the tour, go to the card catalog, which is to your right as you enter the library. You will see sign "Library Tours Start Here". This is Station One where you will start the tour.

CARD CATALOG

The card catalog is divided into two sections: the SUBJECT CARD CATALOG and the AUTHOR AND TITLE CATALOG. They are located next to each other. Both of these catalogs are arranged alphabetically from A to Z.

The card catalog is your index, or guide, to materials in the library. It is the key to finding information in the library's collections. The card catalog is the place to start your search when you need to locate specific materials or information. The catalog drawers contain 3" x 5" cards. Each book and audio-visual item in the library has at least one card in the card catalog.

Take a minute now to open any drawer and look at any catalog card.

At the top left corner of each card in the card catalog, there is a "call number". This call number tells you where to find the item in the library.

LOCATION SYMBOLS

A call number could be called the "address" of the item. It is made up of letters and numbers. Often the top line of a call number is a letter, such as R. This is a Location Symbol that tells you that the item can be found in the special collection that the symbol represents. Most of the books in the library are in the general book collection. Whenever a library has a large number of books with a special emphasis or items of a special nature, it usually organizes these things into special collections. Here at Roosevelt we have special collections for Reference and Audio-Visual items. To help you find items quickly, we have assigned location symbols to each of the special collections, as shown in the following chart:

Location Symbol	Special Collection The Symbol Represents
R	Reference Collection
Rec.	Phonograph Record in Audio-Visual Collection
Kit	Kit in Audio-Visual Collection
Tape	Tape in Audio-Visual Collection
Slide	Slide in Audio-Visual Collection

As you can see, we have made the location symbols look as much as possible like the name of the special collection they represent. That way, when you see the location symbol at the top of a call number, you know that the item is in that particular special collection and can look for it in the appropriate place. For example, if you find a book in the card catalog with a call number that starts with "R" on top of the number, you will know that the book is in the Reference Collection and can go there to look for it instead of wasting your time looking for the book in the general collection.

REFERENCE/INFORMATION DESK

Near the reference collection, you will see a desk. This is the place in the library to go for information and help. In most libraries this desk is called the Reference Desk or Information Desk. A librarian is there to assist you in using the library and its resources. Please do not hesitate to ask for help.

TURN TO PAGE 1 OF YOUR WORKBOOK AND DO EXERCISE ONE.



CIRCULATION SERVICES

Let's continue the tour now by turning to Circulation Services at the long counter next to the library doors.

The circulation desk is where you will check out materials you want to borrow. It is also where Reserve Books and a few special magazines are located. Each student fills out a borrower's permanent library card (see sample above desk) which is a list of what you borrow, and is kept on file at the circulation desk. Items may be borrowed from two to three weeks depending on the day checked out. There is no limit on the number of items you may borrow, and they may be renewed by bringing them to the Circulation desk. All materials may be renewed as long as no one else has requested them.

Audio-Visual materials may be borrowed for one period. Reference books may be borrowed for one period, or for overnight if checked out at the end of the day.

When a library item is unavailable because it's checked out you may ask at the Circulation desk that it be placed on "Reserve" for you when it's returned. You fill out a card with your name and 1st period, and you will be informed when the item is returned. It will be held at the Circulation desk for you.

When you are returning material to the library, please place it on the Circulation desk, just inside the library door, by the "Return Materials Here" sign.

Roosevelt High School charges an overdue fine of 2¢ per school day, up to a maximum of 50¢ per item. A five day grace period is allowed for returning materials. If you need to keep an item out beyond its due date, please renew the loan period.

TURN TO PAGE 3 OF YOUR WORKBOOK AND DO EXERCISE TWO.



CHECK-OUT PROCEDURES

Please walk over to the Circulation desk for the next stop in our tour. It is marked "Library Tour Station 2".

Most items in the library have a book card attached to them inside the cover. This card helps you because it has all the information you need when you are checking out materials. If you look at the sign at the Circulation desk, you will find instructions showing the correct way of checking out materials.

Please take a few minutes to stop and read these signs.

When you have filled out the book card, you present it along with the item at the Circulation desk. You will be given your borrower's card on which you write the title and copy number of the item you are borrowing. If you do not have a borrower's card, you may fill one out. The cards and the item will be stamped with the date it is due back.

TURN TO PAGE 5 OF YOUR WORKBOOK AND DO EXERCISE THREE.



REFERENCE AREA

Opposite the library doors, under the windows, is a small area full of books and a few tables. Please walk over to this area, which marked Library Tour Station 3.

This is called the Reference Area and is the location for the library's collection of reference books. Reference books are items such as almanacs, dictionaries, and encyclopedias. They are for use in the library. (However, they may be borrowed for one period or overnight). When the library buys new reference books, the older ones are put in the general collection so that it may be borrowed for the regular loan period. Be sure to also check there, especially for encyclopedias.

The reference collection begins on the first shelf to your left as you face the windows, and continues along the shelves to your right. Notice that near the beginning of the Reference collection are the general encyclopedias such as World Book. Also notice that the call numbers are on the spine of the books. The top line of the call number has the location symbol "R". All books in the Reference Collection have this location symbol above their call number. Thus, if you find a book in the card catalog with a call number beginning with "R", you will know to come to this place to look for the book. Notice the atlas stand. Atlases contain maps of geographical locations in the world. You can think of an atlas as a bound volume of maps. Atlases are classified as Reference books and are for use in the library.

TURN TO PAGE 7 OF YOUR WORKBOOK AND DO EXERCISE FOUR.

To continue the tour we now go to the back (Ewa) end of the library. Walk past the Librarian's office and the Workroom to the sign reading "Library Tour Station 4"

PICTURE COLLECTION

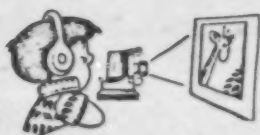
The filing cabinets on your left (outside the Librarian's office) contain the picture collection. These are reproductions of famous works of art and photographs of classical sculptures and buildings. The photographs are part of the Carnegie Collection, and the index to it is the green volume on top of the cabinet. Pictures may be borrowed for the regular loan period.

After looking at the pictures, please walk several steps into the back room and look to your left at the college catalogs.

COLLEGE CATALOG COLLECTION

The College Catalog Collection is arranged alphabetically by State. Over 1,500 catalogs from mainland Colleges, Universities, Junior Colleges, Community Colleges and specialized institutions are in this collection for your use. College Catalogs may be borrowed for the regular loan period.

After viewing the College Catalog Collection please walk past the typewriters, that are available for your use, to the back wall which houses our Audio-Visual materials.



AUDIO-VISUAL COLLECTION

The Audio-Visual Collection includes filmstrips, 8mm film loops, phonorecords, cassette and reel-to-reel tapes, multi-media kits, slides and transparencies. These are arranged in Dewey Decimal order (materials on same subject grouped together) starting on the left of the back (Ewa) wall. The catalog cards are interfiled in the card catalog with cards for all other types of materials. A record player, filmstrip viewer, film loop projector, and tape players are available to preview the materials. Headphones may be checked out at the Circulation desk. You are welcome to browse through the Audio-Visual collection and to use them with the Library's media equipment, or you may check out your selections for one period.

TURN TO PAGE 9 OF YOUR WORKBOOK AND DO EXERCISE FIVE.

Across from the Circulation desk is a rack which hold the Library's Periodical Magazine Collection. That's where we go next, so please move to that area. It is marked Library Tour Station 5.

PERIODICAL COLLECTION



The term "periodical" is used by libraries for magazines. The rack contains the most recent or "current" issues of the magazines, arranged in alphabetical order. Current issues are to be used in the library, or may be checked out for one period or overnight. Older or "back" issues of each periodical are kept for five years in storage, and may be requested at the Circulation desk. Just put the name of the magazine, the date, and the page number on a slip of paper and give it to the person at the desk. You may borrow them for the usual loan period. If you want to see if the library has a particular magazine, you can check the Roosevelt High School Magazine List on the wall above the beginning of the magazines.

At the end of the magazine shelves are today's newspapers. They are hanging on newspaper "sticks". Back issues of newspaper are kept for approximately one month, and may be borrowed or clipped.

Behind you on a table in front of the Reference/Information Desk are the Reader's Guide and other periodical indexes. You will learn how to use these indexes in the next section of this library unit. For the time being, note their location and that they contain listings of articles in magazines. You will find them to be a rich source of information for writing term papers.

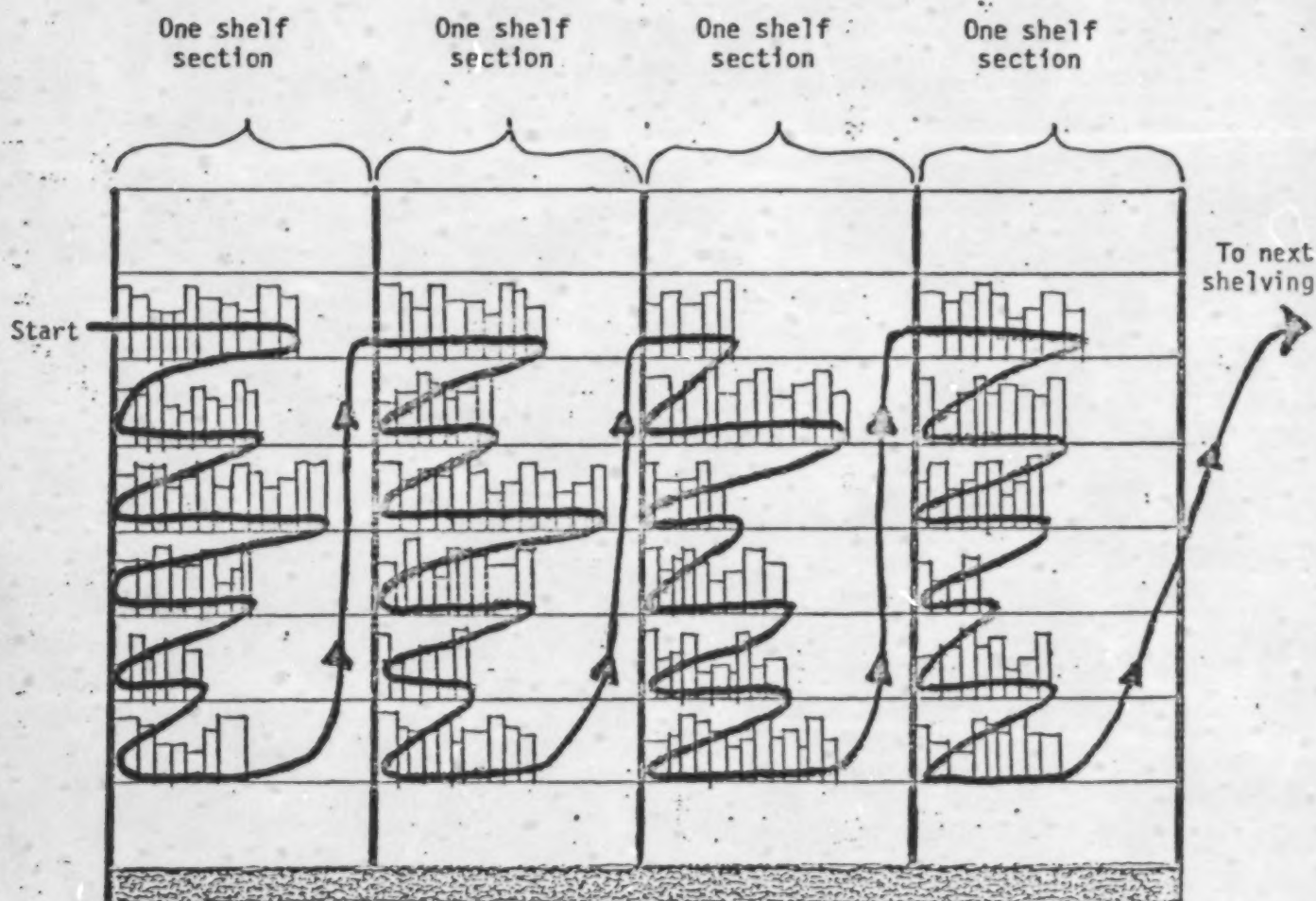
TURN TO PAGE 11 OF YOUR WORKBOOK AND DO EXERCISE SIX

Let's go to the other end of the library now to the general book collection. Go all the way to the Mauka wall where the numbers start with 000. This is the next stop, it is marked Library Tour Station 6.

GENERAL CIRCULATING COLLECTION

The General Circulating Collection begins in this corner of the library. Note that each set of shelving is numbered. You start with the number 000 and end with 999. This is called the Dewey Decimal System of Classification. Materials on the same subject have the

same number and stand together on the shelves. The books are shelved from top to bottom down each set of shelves and then up to the next set of shelves, moving across the aisles and making "U" turns at the end of the room, coming down the other side of the shelves. This snake-like pattern is continued throughout the library from one wall to another. The following diagram illustrates how books are shelved in their snake-like pattern.



If the book you are looking for is not where its supposed to be, first check the shelves around the place where it should have been shelved. The book may have been shelved incorrectly by another student. If you still cannot find it, go to the Circulation desk and ask someone there to determine the book's location. It may have been placed on reserve by a teacher, or be checked out. It could also be in use in the library by another student. Keep in mind that you can always request to have a book "reserved" for you when it's returned by another reader. Please feel free to browse around the general book collection.

TURN TO PAGE 12 OF YOUR WORKBOOK AND DO EXERCISE SEVEN

Now return to the Reserve Materials area located behind the Circulation desk marked Library Tour Station 7.

RESERVE COLLECTION

The Reserve Collection is kept behind the Circulation desk and consists of all kinds of items---books, pamphlets, and audio-visual materials. Teachers sometimes put their own copies of books on reserve also. The purpose of a reserve collection is to make a limited number of copies of required reading more available for short periods to a larger number of students.

Teachers place material on reserve to help you. For example, a teacher has 30 students in his class, and he wants all of them to read Chapter 4 of Psychology Today. The teacher goes to the library and finds that it only has two copies. He tells his class the assignment is to read Chapter 4, and that the book is available in the library. The first two students who come to the library would find the book and check it out for several weeks, so the other 28 students would not have a chance to read the assignment. To avoid this situation, the teacher goes to the library and puts the book on reserve. This way all the students have a chance at using the book because it is kept in the library. To read Reserved materials in the library, ask for them at the circulation desk. They may be taken from the library only with special permission from your teacher.



TURN TO PAGE 13 OF YOUR WORKBOOK AND DO EXERCISE EIGHT.

This is the conclusion of the library tour. Please feel free to review this pamphlet before asking for Library Unit Test 1. If you have any questions, please go to the librarian, who is there to assist you and to answer any questions you may have.

When you are finished with this pamphlet, please return it to the Circulation desk.

LIBRARY UNIT

LIBRARY UNIT INSTRUCTIONAL PAMPHLET FOR SECTION 2



THE CARD CATALOG AND READERS' GUIDE

This lesson in the use of the card catalog and the Readers' Guide will be self-conducted. It begins at the card catalog (on your right as you enter the library), and then proceeds to the Readers' Guide (a few feet behind you as you face the card catalog).

When you need to move from one location to another or to perform a task, the instructions to do so will be underlined.

It is important to actually walk around as directed, and to do the workbook exercises. (If you do not have a workbook, get one from the Circulation Desk now). Whenever you are directed to stop and turn to your workbook, be sure to complete that particular exercise before continuing. By doing this, you will perform better on the test following.

To start, please go to the card catalog, which is to your right as you enter the library.

Card Catalog

The card catalog is divided into two sections: the SUBJECT CATALOG and the AUTHOR AND TITLE CATALOG. They are located next to each other. Both of these catalogs are arranged alphabetically.

The card catalog is your index, or guide, to materials in the library. This is the place to start when you need to locate specific materials or information. Each book and audio-visual item in the library has at least one card in the card catalog.

Take a minute now to open any drawer and look at any catalog card.

At the top left corner of most cards in the card catalog, there is a "call number". This call number tells you where to find the item in the library. A call number could be called the "address" of the item. It is made up of letters and numbers. If there is no call number on the card, the book is fiction, shelved under the author's last name. We have special collections for Reference and Audio-Visual items, but most of the books are in the general book collection.

Cards in the card catalog for Audio-Visual materials have a band of color at the top.

Most library material has at least three cards in the catalog. A card under the author's last name, a card under the title, and a card under the subject.

Where do you look? Sometimes it's easy. If you know either the author or title, like Lord of the Flies by Golding, you can look in the author-title catalog. A book about India is listed under INDIA in the subject file.

Determining the key word to look under is the basic problem in library research. No matter what library tool you use--the card catalog, the Readers' Guide, the encyclopedia--you ask yourself; what key word will lead me to the information I need?

What if you are looking for books dealing with the early forms of man. What are possible key words? MAN, EARLY MAN? PRIMITIVE MAN? PREHISTORIC MAN, MAN, PREHISTORIC? ANTHROPOLOGY? FOSSILS? NEANDERTHAL? All are! Use your imagination. If you are stuck, a librarian is at the Reference/Information Desk to help you. Please don't hesitate to ask for help.

TURN TO PAGE 1 OF YOUR WORKBOOK AND DO EXERCISE ONE

There are several rules for filing to remember when using the card catalog. Several of the most common ones will be pointed out to you now.

The first filing rule is that all cards are filed alphabetically word by word, alphabetizing letter by letter to the end of each word.

If a title begins with one of the three articles, A, An, or The, this article is disregarded when filing and the card is filed by the word following the article. For example The Grapes of Wrath is filed in the author-title catalog under Grapes of Wrath, and the card for The Godfather is filed under Godfather.

Another filing rule: All abbreviations are filed as if they are spelled out. Dr. is filed as Doctor, Mr. as Mister, U.S. as United States, etc. Following is an example for the correct order for cards.

Initial
articles
a, an, the,
omitted

The doctor is sick.
Dr. Jekyll and Mr. Hyde.
Doctor No.
Dr. Strangelove.
Doctor Zhivago.
A doctrine revolution.

Numbers are filed as if spelled out and dates are spelled out as pronounced. Carefully follow through the following example.

The number 150 is filed as:	One hundred fifty.
The number 1500 is filed as:	One thousand five hundred.
The date 1500 is filed as:	Fifteen hundred.
The date 1550 is filed as:	Fifteen fifty.
The number 1550 is filed as:	One thousand five hundred fifty.

TURN TO PAGE 3 OF YOUR WORKBOOK AND DO EXERCISE TWO.

Now that you have learned some filing rules that you should know when using the card catalog, the next step is to learn how to use the catalog. Below you will find an explanation of a sample catalog card. Note that a catalog card gives you quite a bit of information about the material it represents. Take time now to carefully go over those points of information before continuing.

1. Call number — 572

2. Author — Montagu, Ashley, 1905-

3. Title — Man: his first million years.

4. Publisher — World Pub. 1957

5. Date of publication — 1957

6. How many pages — 249p illus

7. Illustrations — 249p illus

8. Something about the book — In this primer of anthropology the author "discusses man's ancestry in the line of evolution, how the races and cultures of man acquired their distinctive characteristics, how language, religion, and the arts developed, how sex and marriage patterns vary between cultures . . . and other topics." Publisher's note
Books for further reading: p235-38
About the author: p251

9. See for more information — 1 Anthropology 1 Title
58W2583 (W) The H. W. Wilson Company 572

Notice on the sample catalog card "Books for further reading." This refers to a bibliography on the subject. The word "bibliography" is one you should be aware of. It is often confused with word "biography". A biography is the story of a person's life. A bibliography is a list of material about a subject, in this case, EARLY MAN.

When you write research papers you gather informational material about your subject - - thus you are compiling a bibliography about a particular subject. If you find a bibliography already compiled for your subject, this can be a great help to you. Be aware of this word: bibliography.

Each item the library owns often has at least three cards in the card catalog to represent it: a card under the author's name, one under the title, and one or more under the subject. Always first ask yourself which of the two card catalogs (author-title or subject) you should be using.

If you know the author's name, use the author-title catalog.

If you don't know the author's name but do know the title, use the author-title catalog.

If you want material ABOUT a subject, use the subject catalog.

TURN TO PAGE 7 OF YOUR WORKBOOK AND DO EXERCISE THREE

Now, how do you actually find the material you have selected by using the card catalog? The answer is by the call number, in the upper left-hand corner of the catalog card. Copy down this complete number for any item you wish to find. This "address" will tell us where the item is in the library. It is important that you have the complete call number, for leaving out part of it, would be like leaving out part of a mailing address.

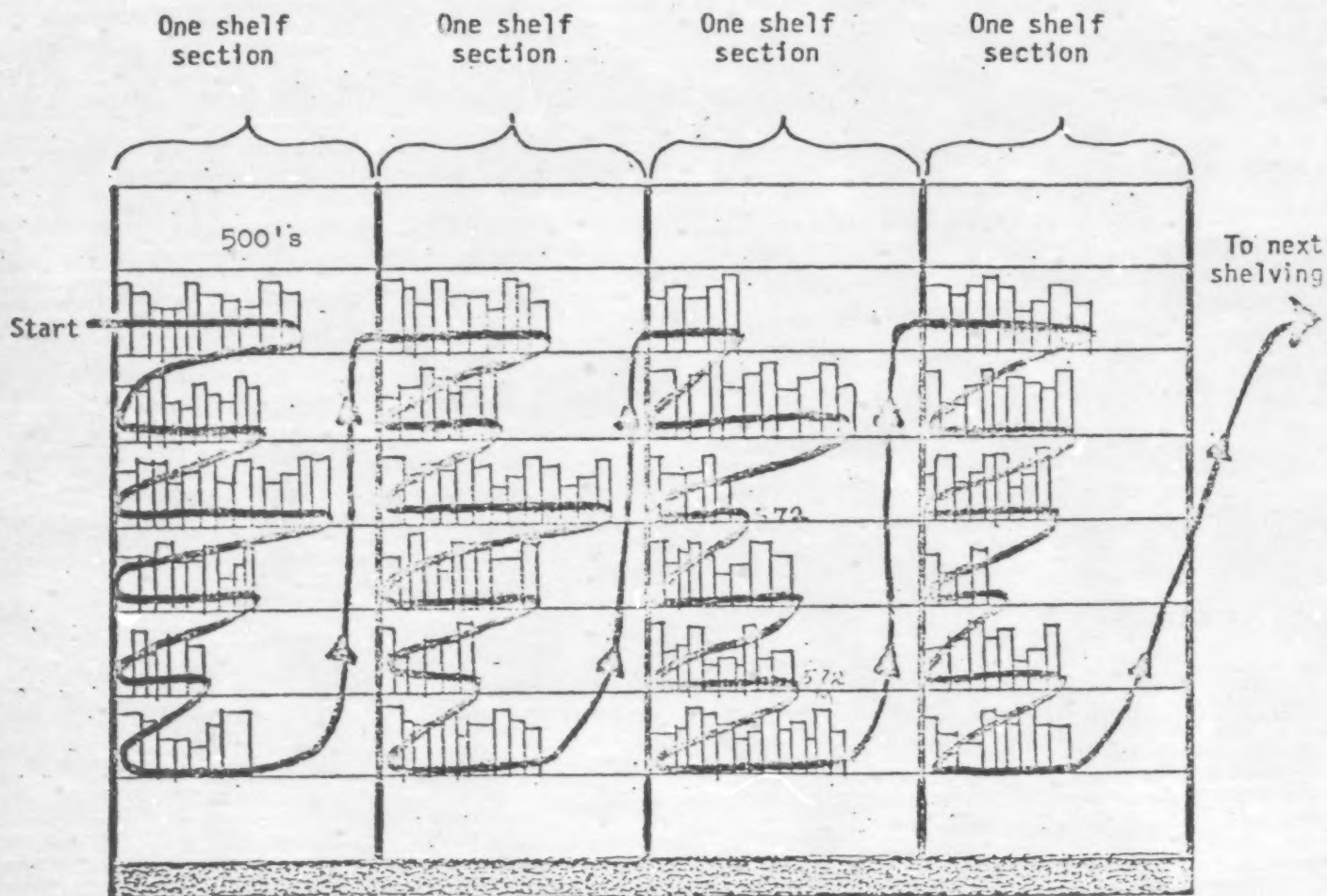
The call number appears on the cover of the book or item, and these materials are arranged on the shelves by their call numbers. These numbers are Dewey Decimal Classification numbers. A library classification system groups material on like subjects together. There are two basic library classification systems, the Library of Congress system and the Dewey Decimal system. Large university libraries often use the Library of Congress system. Hamilton and Sinclair Libraries on the Manoa Campus use it. Smaller school and public libraries usually use the Dewey Decimal system, as we do here at Roosevelt.

In both systems, knowledge is grouped together by subject. All the books on surfing are together on the shelf. All the biographies about Abe Lincoln are together on another shelf. The numbers represent the classes of knowledge and range from 000 to 999.

Each book and a-v item in the library, is given its own classification, and these are called "call numbers". Material is arranged on the shelves by these call numbers. You need to know where non-fiction, fiction, biography, reference, and audio-visual materials are located. Look around, there are large signs to guide you.

When looking for a book with a specific call number, the first thing you need to do is to locate the shelves where the books have call numbers that begin with the numbers on the first line. When you have found that section, you then look for the next part of the call number, which gives you the first letter of the author's last name. For example if you were looking for 572. Find the 500 section, then 572, then 572

M The books are shelved from top to bottom down each set of shelves and then up to the next set of shelves, moving across the aisles and making "U" turns at the end of the room, coming down the other side of the shelves. This snake-like pattern is continued throughout the library from one wall to another. The following diagram illustrates how books are shelved in their snake-like pattern.



If the book you are looking for is not where its supposed to be, first check the shelves around the place where it should have been shelved. The book may have been shelved incorrectly by another student. If you still cannot find it, go to the Circulation desk and ask someone there to determine the book's location. It may have been placed on reserve by a teacher, or be checked out. Please feel free to browse around the general book collection.

Before taking Test Two you should have the practical experience of locating an item in the library. Also the test contains a question which requires you to locate an item in the library.

Pick a subject you like, such as Cats, Surfing, Electronics etc., look in the Subject file for the call number, go back to the shelves and see if you can find it! If you need help, ask the librarian at the Reference/Information desk.

After you have gathered all the information you can from the books you have found, you may want to find the most current, up-to-date information on a subject by consulting recent magazine articles. To find such articles, you make use of the Readers' Guide to Periodical Literature.

Readers' Guide

If you wanted to purchase a movie camera, how would you decide which model would fit your needs? And if several models fit your needs, how could you determine which one would give you the best quality for the price you could afford to pay?

Some good sources for comparative rating of cameras are photography magazines. Other sources for rating of cameras, as well as cars, appliances, clothes, food, and other products are consumer magazines such as Consumer Reports.

How can you find articles that review these products in previous issues of magazines? Is it necessary to get a stack of old issues and go through them one by one until you find what you want? No. You can use a magazine index to locate the exact article you need in a fraction of the time it would take to look through many issues of different magazines. And that is the research skill you will learn in this section of the library unit.

Magazines are valuable sources of information. In libraries, magazines are called periodicals.

A periodical is a publication that comes out on a periodic, or regular schedule. For example, Newsweek comes out weekly and Omni comes out monthly.

The Readers' Guide is a subject and author index to many general interest American Magazines. The Readers' Guide indexes about 150 magazines. R.H.S. subscribes to about 80 of them. No one has the time to search through all of these for information on a specific topic. The magazine index makes this quickly possible. It will tell you which magazine issues contain articles on the subject you are researching. Think of the enormous amount of time you save by being able to look through hundreds of issues of magazines using just one magazine index. You can see the importance of using it!

The most recent issues of magazine indexes are published in paperback form, and then combined yearly into one large green book. If the most recent information is important for your topic, you should start your search with the paperback issues. An example of such a topic would be the latest discoveries in space exploration. At R.H.S. we keep magazines for five years. Therefore you will find indexes for the last five years.

The magazine articles are listed alphabetically by subject. Key words are important. If you want to find out about the use of computers in astronomy, there are two key words to look under: computers and astronomy. If you look up astronomy first and do not find any articles about the use of computers in astronomy, you should look up computers next and see if there are any articles there about the use of computers in astronomy. Don't give up!

Let's look at a sample from the Readers' Guide to Periodical Literature.

MAN, Prehistoric
Ancient man in America. C. Miles. II Hobbies
83:148-9 N '78

Early dog: Cro-Magnon's best friend. II Sci
News 114:438 D 23 '78
See also
Cave drawings and paintings
Neanderthal race

Our key words could have been prehistoric or man, but we found our subject under Man, Prehistoric.

"Ancient man in America" is the name of the first magazine article.

C. Miles wrote it.

It is illustrated

It's in Hobbies magazine.

The volume number is 83.

The article is on pages 148 and 149.

The date of the magazine is November, 1978.

Easy! Let's try the next article.

"Early dog: Cro-Magnon's best friend" is the name of the article.

No author listed.

It is illustrated.

It's in Science News magazine (abbreviations are spelled out in the front of Readers' Guide)

The volume number is 114.

The page number is 438.

The date is December 23, 1978.

See also means you can find additional articles if you turn over to Cave drawings and paintings, or Neanderthal race, etc.

If you are writing a research paper, you will need to copy down all the information as it is written in our sample above. If you want to see the magazine article, first make sure we take that magazine by checking the R.H.S. List of Magazines, located next to the Readers' Guide. Next copy down the name of the magazine, the date, and the page number. Give the written list to the monitor at the Circulation Desk. The monitor will get the magazine for you.

You may decide after looking at the article that you don't want to use it, so it's helpful to have several to choose from.

Lists of abbreviations of magazine titles are in the front of each copy of Readers' Guide. One list is called "Abbreviations of Periodicals Indexed". An example is seen above in Sci News, which stands for Science News. Another list explains the general abbreviations, such as il for illustrations. Another list is an alphabetical arrangement of the complete titles of indexed magazines. You would look at this if you want to see if a particular magazine is indexed in the Readers' Guide.

It is important to consult the R.H.S. List of Magazines to see if the library has the magazines you need. Use it to see if we have Motor Trend? Playboy? Seventeen?

Do not hesitate to ask a librarian for help if you need it!

TURN TO PAGE 11 OF YOUR WORKBOOK AND DO EXERCISE FOUR.

This is the conclusion of SECTION TWO: The card Catalog and the Readers' Guide. Please feel free to review this pamphlet before asking for Library Unit Test 2. If you have any questions, please go to the librarian, who is there to assist you and to answer any questions you may have.

When you are finished with this pamphlet, please return it to the Circulation desk.

LIBRARY UNIT WORKBOOK

SECTION 2



NAME _____

LIBRARY UNIT

WORKBOOK

EXAMPLES AND EXERCISES

SECTION TWO:

THE CARD CATALOG

THE READERS' GUIDE

ROOSEVELT HIGH SCHOOL LIBRARY

LIBRARY UNIT WORKBOOK - - SECTION TWO

Inside this workbook are practice questions -- and the answers to these questions - - which will help you prepare for Library Unit Test Number Two.

When you are ready to start work on Library Unit Section Two, check out a pamphlet at the Circulation desk. It will tell you how to use this workbook. When you have completed all the exercises, bring this workbook to the Circulation desk, where you will be given test materials on request.

DO NOT PROCEED ANY FURTHER IN THIS WORKBOOK THAN
THE INTRODUCTION ON THE NEXT PAGE WITHOUT THE
INSTRUCTIONS CONTAINED IN SECTION TWO PAMPHLET
WHICH IS AVAILABLE AT THE CIRCULATION DESK.

INTRODUCTION

This workbook is to be used along with the pamphlet for Section Two of the Library Unit, which is available at the Circulation desk. This will prepare you to take the Library Unit Test Two covering the Card Catalog and the Reader's Guide.

To prepare yourself for Test Two, read the pamphlet, and follow through by doing exercises in this workbook. Be sure to follow through as directed, for only by so doing will you be fully prepared to undertake Test Two.

Signs will identify the location of the Card Catalog and the Reader's Guide. To complete this section you should move as directed by the pamphlet to the area designated.

Answers to the exercise questions will be found in the workbook on back of the page containing the questions. This enables you to evaluate your own learning as you progress and to review when necessary. If you have any questions, ask the librarian for help.

After finishing this workbook, you are ready to take Test Two. Allow yourself sufficient time (about 40 minutes) to take the test. When you are ready, give your workbook to the librarian, who will issue you the test, which is to be taken in the Library. Your completed test and answer sheet are to be turned in to the librarian.

Be sure to complete this workbook as you proceed through the tour, for it is designed to help you prepare for the test. The workbook exercises are like the questions in the test so that, in effect, they comprise a self-correcting pretest.

Above all, do not hesitate to ask the librarian for any assistance you may need.

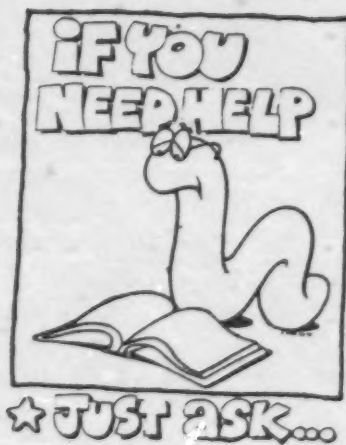
EXERCISE ONE

- A. In order to learn the location of any material in this library, the best place to start is by looking in the _____.
- B. The series of letters and numbers in the upper lefthand corner of each catalog card is called a _____.
- C. If there is no call number on the card, the book is _____.
- D. R.H.S. has special collections for _____ and _____.
- E. To find a book on any subject, you must first determine the _____.

CONTINUE READING THE PAMPHLET

ANSWERS TO EXERCISE ONE

- A. card catalog
- B. call number
- C. fiction
- D. Reference and Audio-Visual
- E. key word



EXERCISE TWO

WORD-BY-WORD FILING EXAMPLE:

Every body was embalmed.
Every day of the year counts.
Every one of them would serve the purpose.
Every zebra has stripes.
Everybody loves somebody sometime.
Everyday occurrences
Everyone supported his nomination.

A. Which of the following is filed first?

To please my love.

Too many people.

Two too many.

B. Which of the following is filed first?

Toward the East.

To win the contest.

Together again.

C. Which of the following groups contains the words that are disregarded when they appear as the first word on a catalog card?

a. A
An
And

b. A
And
The

c. A
An
And
The

d. A
An
The

e. An
And
The

ANSWERS TO EXERCISE TWO

A. To please my love.

B. To win the contest

C. d



- D. Arrange the following in the order they would be filed in the card catalog by writing number 1 in front of the one that would come first, 2 for the one that comes second, etc.

_____ Doctor Tom Dooley
_____ Dr. Livingston, I presume.
_____ Dr. Schweitzer's mission.
_____ Doctor of Law

- E. How would the following numerals be filed in the card catalog?

Example: 63 is filed as sixty-three.

1. 145 is filed as _____.
2. 1,100 is filed as _____.
3. The date 1800 is filed as _____.
4. The date 1492 is filed as _____.
5. _____ is filed as one hundred thousand.

CONTINUE READING THE PAMPHLET

D. 4, 1, 3, 2

E.

1. one hundred forty-five.
2. one thousand one hundred.
3. eighteen hundred.
4. fourteen ninety-two
5. 100,000.



EXERCISE THREE

A.	133.4	
	S	Starkey, Marion Lena
3		The Devil in Massachusetts, a modern inquiry into the Salem witch trials. London,
5		R. Hale 1969
6		269 p. maps.
		"Selected bibliography": p. 255-564
		1. Witchcraft - Salem, Mass. I. Title.

From the catalog card above find the following five points of information (A-E). Write the number given to that point of information in the blank.

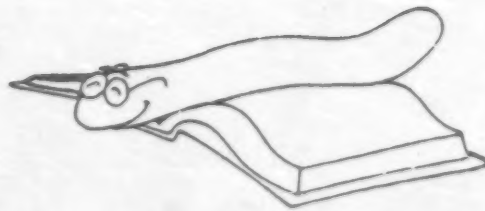
Example: 3 Title

- A. Number of pages in the book.
- B. Publisher.
- C. Author.
- D. Call number
- E. Date of Publication
- B. Refer to the catalog card above to determine if each statement below is true or false.
- The title of the book is A modern inquiry into the Salem Witch trials. True False
 - The book has a list of references one could use for additional material. True False
 - The book is illustrated with maps. True False

ANSWERS TO EXERCISE THREE

A. A. 6
B. 5
C. 2
D. 1
E. 4

B.
1. False
2. True
3. True



- C. Of the following, check the one that correctly completes the sentence defining a bibliography.

A bibliography

- _____ 1. is a list of material relating to a subject.
 - _____ 2. is the story of a person's life.
 - _____ 3. lists famous quotations by and about people.
 - _____ 4. tells you where you can find facts about an author.
 - _____ 5. lists topics arranged in alphabetical order.
- D. The author of a book is represented in the author-title card catalog under the last name. If you wanted a book written by Ernest Hemingway, would you look under:
- 1. Hemingway
 - 2. Ernest
- E. Which card catalog would you go to if you wanted material about Dogs?
- 1. Author-Title
 - 2. Subject
- F. Go to the Subject Card Catalog and find how many cards are in there under Soccer.

CONTINUE READING THE PAMPHLET

ANSWER TO EXERCISE THREE

C. 1

D. 1

E. 2

F. 7



EXERCISE FOUR

- A. Periodical is another name for _____.
- B. Why is a periodical called a periodical? _____.
- C. Periodicals are important because:
1. They contain up-to-date material.
 2. They may contain information not available in books.
 3. Both 1 and 2.
- D. How many years do we keep periodicals at R.H.S.?
1. 1 year
 2. 5 years
 3. 10 years
- E. Use the Readers' Guide to Periodical Literature for March 1980 to February 1981 to answer the following question.
- How many citations (articles) are there under the heading for "paperweights"?
1. 5
 2. 2
 3. 3
 4. 8
- F. In a magazine index citation, what does 6:2 stand for?
- | | |
|--------------------|----------------------|
| a. Page and column | d. Volume and page |
| b. Month and day | e. Volume and column |
| c. Pages | |
- G. What does the magazine title abbreviation "M. Labor R" stand for?

CONTINUE READING THE PAMPHLET

ANSWERS TO EXERCISE FOUR

- A. Magazine
- B. because it comes out on a regular schedule (in other words, periodically.)
- C. 3
- D. 2 (5 years)
- E. 1 (5 articles)
- F. d
- G. Monthly Labor Review (Good! you remembered to look at the list of abbreviations in the front of the Readers' Guide.)

